

	<p>Course: POST Handgun Instructor Course</p> <p>Topic: Train-the-Trainer course</p>
<p>Training Program Details</p>	<p>Instructor: Lesson Plan Originated by: Matt Bloodgood, Idaho POST Statewide Firearms Coordinator, Region 4 Training Coordinator</p> <p>Date Prepared: March 2020</p> <p>Revision Date: Revision Date: Revision Date:</p>
<p>Instructional Time</p>	<p>Classroom 8 hours Range 32 hours</p>
<p>Goal</p>	<p>Provide students with the basic skills to be a POST Certified Firearms Instructor</p>
<p>Performance Objectives</p>	<p>At the end of this block of instruction the student will be able to:</p> <p>Pass all required testing Pass all required student led presentations Demonstrate safe weapons manipulations Demonstrate weapons proficiency Demonstrate active coaching techniques Demonstrate increased instructional ability Demonstrate improved shooting skills</p>

References	<p>Anchorage Police Department (Alaska) Handgun Manual, 2012 Federal Law Enforcement Training Center, Use of Force, Legal Aspects Gunsite Academy Idaho POST Basic Patrol Academy Firearms Course Idaho POST Basic Patrol Academy Use of Force Course Idaho POST Firearms Instructor Manual, 2016 Idaho POST Instructor Development Course International Association of Law Enforcement Firearms Instructors National Rifle Association Washington Criminal Justice Training Center</p>
Equipment	<p>Classroom- Computer Presentation screen and projector Whiteboard and markers Flip charts (if needed for student led presentations) Handouts</p> <p>Range- See the Range Lesson Plan</p>
Instructional Methods	<p><i>Classroom lecture and demonstration by instructors. Student led presentations and immersive learning.</i></p>

PPT Slide 4	<p>Increase their instructional ability.</p> <p>Develop a continuing commitment to increasing knowledge and ability.</p> <p>Develop the coach and shooter training philosophy.</p> <p>Demonstrate student instructor's coaching and teaching ability, and a desire to improve both.</p> <p>Improve their shooting and weapons handling skills.</p>
PPT Slide 5	<p>COURSE EXPECTATIONS</p> <p>The instructors in this course will provide a safe and relaxed atmosphere, designed to facilitate learning and development. The instructors will adhere to the course schedule as best as possible. Students will need to be flexible to unanticipated changes, such as a weather. For example, if the course is offered in the summer and the afternoons are hot, the range training may move to the morning to accommodate cooler weather and the classroom portion may move to the afternoon.</p> <p>Class materials may be provided to students, either through email prior to the course, or through the use of a "jump drive" to transfer information to the students' computers.</p> <p>There will be an open-exchange environment. Students are here to learn, but they may have ideas that will contribute to the overall learning environment.</p> <p>Proficiency assessments will be completed and checked. Copies will be made available to the students so there are no surprises related to their performance and related documentation.</p> <p>Students will submit a liability release form at the beginning of the class.</p>
PPT Slide 6	<p>WHAT THE STUDENT CAN EXPECT</p> <p>The instructors will maintain a safe and professional environment. Instructors will abide by the Instructor Code of Ethics.</p> <p>Instructors will relay their experience, demonstrate their abilities, and have an open mind to ideas.</p> <p>Discussions related to sensitive topics, such as politics, should be avoided.</p>

PPT Slide 7	<p>Students should expect to develop and improve their knowledge, skills, and abilities in this course.</p> <p>WHAT THE INSTRUCTORS EXPECT</p> <p>The instructors will expect the students to act safely. Students will actively participate and be punctual. They should have a desire to learn and improve their knowledge, skills, and abilities.</p> <p>They need to keep an open mind and be willing to accept constructive criticism.</p> <p>Students must also accept the possibility that their knowledge, skills, and abilities may not be sufficient to pass this class. This does not mean they cannot return to a later class, it just means they may need time to develop those skills better and return at a later date.</p>
PPT Slide 8	<p>EQUIPMENT REQUIREMENTS</p> <p>Students will need the following equipment:</p>
PPT Slide 9	<ul style="list-style-type: none"> • Range appropriate clothing • Ear and eye protection • Body armor • Billed cap • Elbow and knee pads (optional) • Duty handgun and related equipment • Binder for handouts • Training ammunition • Cleaning equipment • Dummy rounds • Pen, paper, markers • Computer • Water, food, snacks
PPT Slide 10	<p>STUDENT ABILITIES FROM DAY ONE</p> <p>Students will have the following expectations related to their performance on the first day of class:</p> <ul style="list-style-type: none"> • Safe weapons handling • Know the Four Firearms Safety Rules • Be able to field strip and re-assemble their handgun • Demonstrate marksmanship fundamentals

PPT Slide 11	<ul style="list-style-type: none"> • Be able to make sight adjustments as needed • Safe loading and unloading of their handgun • Basic firing positions (stance, grip, low profile positions) • Reloading • Accurate shot placement • Physical abilities to perform all required drills and firing positions <p>LEADING BY EXAMPLE</p> <p>Once a student graduates and becomes a firearms instructor, staff at their home agency, and members of the community at large, will use them as a source for information. As an instructor, you will have to demonstrate leadership in your role.</p> <p>This is a 24 hour responsibility. You need to model the same behavior you expect of your students. Everything you do, your students will do. And, they may not do it as well, which creates safety and liability issues for you as well as your agency.</p> <p>You must also be aware of your role as an instructor. What does it mean to you?</p>
PPT Slide 12	<p>TEACHING</p> <p>Your role as an instructor include teaching and demonstrating proper techniques, attitude, presence, actions, and words.</p> <p>If you use the wrong technique, what happens if your student emulates that in a deadly force confrontation? If your attitude toward training is bad, can you realistically expect your students to have the right attitude on the range, or on the street?</p> <p>Does your presence at the range encourage, or discourage, students to come train?</p> <p>Do your actions as an instructor match those of your actions in the field?</p> <p>Finally, are you building your students up with the right words? Or are you tearing them down?</p>
PPT Slide 13	<p>YOUR EQUIPMENT</p> <p>Questions for the students-</p>

<p>PPT Slide 14</p>	<p>What handgun are you using this week? Is it the same as your duty weapon? Do you have any specialized equipment attached? Do you have any modifications beyond factory standard?</p> <p>LEARNING STARTS NOW</p> <p>As an instructor, you will be bombarded with questions from your students, leadership, and community members. Are you preparing to answer them?</p> <p>Some common questions you will get are- What is the best handgun? What is the best ammo? What about deadly force? When can officers use deadly force? Why didn't they use less lethal force first? What about de-escalation?</p> <p>Although those are important questions, it goes well beyond those questions into- What weapon can they handle? Do they have proper technique? Can they shoot accurately? Can they articulate deadly force and what that means? Do they understand the concepts and principles surrounding the use of force, particularly deadly force?</p>
<p>End of Presentation #1</p> <p>PowerPoint Presentation #2 PPT Slide 2</p>	<p>END OF PRESENTATION #1</p> <p>SAFETY</p> <p>SAFETY REVIEW OBJECTIVES</p> <p>Prior to coming to class, the students will have reviewed the safety information contained the POST Basic Patrol Academy Firearms Course. This should include the presentation and the accompanying lesson plan. The students will be tested on this knowledge later in the week.</p> <p>They must be able to summarize the safety issues when asked. They will also review the Range Commands.</p>
<p>PPT Slide 3</p>	<p>UNINTENTIONAL DISCHARGES</p> <p>This will be a review of Dr. Enoka's study. Maintaining the Four Firearms Safety Rules will help mitigate the possibility of an unintentional discharge, or shooting someone should the unthinkable happen. There are valid reasons a gun may unintentionally discharge, such as some mechanical failure.</p>

<p>PPT Slide 4</p>	<p>However, the vast majority of unintentional discharges are due to user error. When that happens, it is because they violated one, or more, of the Four Firearms Safety Rules. If that's the case, then the unintentional discharge is actually a negligent discharge and should be treated as such. A violation of the Four Firearms Safety Rules is not an "accident."</p> <p>Specific to Dr. Enoka's study is the three primary causes a person would unintentionally discharge a firearm if their finger is on the trigger.</p> <ul style="list-style-type: none"> • Overflow Effect • Postural Instability • Startle Response <p>SAFETY AT HOME</p> <p>Students will need to secure their weapons at home, and teach others to do the same. Their weapons need to be:</p> <ul style="list-style-type: none"> • Secured away from others, particular children • Ammo store separately • They should be locked up • They should educate their family on firearms and safety
<p>PPT Slide 5</p>	<p>SAFETY ON DUTY</p> <p>While working, there are only four acceptable places an officer's firearm should be:</p> <ul style="list-style-type: none"> • Stored (Holstered, lock box, etc.) • Low Ready (or Safety Circle, or other limited use positions) • Pointed In • Continuity of fire
<p>PPT Slide 6</p>	<p>Where your gun should never be:</p> <ul style="list-style-type: none"> • Unsecured • Dangling • Brandishing • Hollywood Ready (Temple Indexing) • Some competition shooting positions

<p>PPT Slide 7</p>	<p>Some techniques officers will see being used in the real world may have some limited, legitimate uses. For example, the Temple Index may be useful in the confines of a vehicle, with multiple passengers and there is no way to safely maneuver a handgun without pointing it upward. That may be fine, but it's not an everyday carry position. Force Science testing has shown the Temple Index to be a slower position to get the handgun into action, than from the Low Ready.</p> <p>What is the reason behind any position or technique? Are they legal, such as a close ready position where the muzzle is still pointed straight out? Is the muzzle pointed at someone when it's not legally justified to do so?</p> <p>Are these positions "real world?" This means is the law enforcement application practical? Or, is the position or technique something used in competition shooting and it does not have a practical law enforcement application? Remember, competition shooting is predicated on speed and accuracy, not the legal world of Constitutional limits set by the courts.</p> <p>If the techniques have a legitimate purposes, should they be taught to basic students? They should learn to master basic positions and then move to more advanced techniques as their skill level develops.</p>
<p>PPT Slide 8</p> <p>INSTRUCTOR LED DISCUSSIONS</p>	<p>Yes, No, Maybe</p> <p>INSTRUCTOR NOTE: Review each of the photos presented and discuss the practical application of each position viewed. Also discuss the legal implications of the positions as well as the practical time it would take to get "back on target" as compared to other positions.</p> <p>SAFETY RULES</p>
<p>PPT Slide 9</p>	<p>This is a review of the Four Firearms Safety Rules</p> <ul style="list-style-type: none"> • Treat all guns as if they are loaded • Never let the muzzle cover anything you are not willing to shoot • Keep your finger off the trigger until your sights are on the target and you have decided to shoot • Be sure of your target and its surroundings

PPT Slide 10	<p>RANGE SAFETY</p> <p>The following safety items will be adhered to on the range:</p> <ul style="list-style-type: none"> • No horseplay • No alcoholic beverages • No performance affecting prescription medications • Personal protective equipment will be worn during live fire drills • Ballistic vests are to be worn at all times while on the range • Billed caps are to be worn during all live fire drills • No equipment hanging off a student's gun or magazines
PPT Slide 11	<p>LEAD INGESTION</p> <p>This is a review from the POST Basic Patrol Academy Firearms Course related to lead ingestion.</p> <p>As a reminder when shooting on indoor ranges, proper ventilation must be provided. Newer ranges are constructed with HEPA filters and moving air downrange, away from the shooter to minimize lead contamination. However, older indoor ranges may not have this capability. If that is the case, then limit the time spent on the range.</p> <p>Regardless of what range a student is on, they should not collect spent brass in their hat. Additionally, they should wash their hands with soap and water before eating or drinking anything.</p> <p>When they return home, they should move their shoes and outer clothing before entering the home (if possible). They should shower.</p> <p>Women who know they are pregnant should not be on the range. This will be up to the woman, but she should understand the negative impacts being on the range can have on her child. Aside from the lead ingestion potential, there is the possibility of fetal ear damage from weapons fire.</p>
PPT Slide 12	<p>RANGE SAFETY</p> <p>Students arriving at the range will abide by the following:</p> <ul style="list-style-type: none"> • Unload weapons prior to entering the range

PPT Slide 13	<ul style="list-style-type: none"> • Weapons will remain holstered unless directed to do otherwise • In live fire drills, students are responsible for clearing their own malfunctions. During the instructor course, it will be expected they will correctly clear the malfunction. This will be part of the evaluation process of the students. • Muzzle discipline will be maintained. If there is an issue, notify an instructor immediately • Anyone can yell CEASE FIRE • Do not anticipate range commands • Do not pick anything up until directed to do so • Pick items up in a tactical manner
PPT Slide 14	<p>RANGE COMMANDS</p> <p>Again, this is a review of the Range Commands from the POST Basic Patrol Academy Firearms Course.</p> <ul style="list-style-type: none"> • Down range- everyone repeats this command • Make weapons hot- this is a preparatory command to prepare for a live fire drill. This means making sure the students' eye and ear protection are on and they are prepared for live fire. • Ready- Standby- Fire • Make the line safe- ensure the students are done with weapon manipulations and have made their weapons safe and holstered. • Is the line safe?- This is a follow up command to make sure the entire line has holstered and is safe. • The line is safe- Pick up anything you need to.
PPT Slide 15	<p>To clear weapons, use the following command sequence:</p> <ul style="list-style-type: none"> • All shooters on line- Make sure everyone is lined up and listening for follow up commands. • Administratively remove the magazine from the gun and stow it • Draw to the Low Ready • Rack the slide several times • Stand by for an instructor to inspect/clear it • Close slide and dry fire- Make sure the students use this as an opportunity to do a proper dry fire drill.

PPT Slide 16	<p>RANGE SAFETY PLANS</p> <p>Every range should have an established Range Safety Plan. This plan should include the following elements and be available to all instructors:</p> <p>Safety Brief- this includes establishing the Four Firearms Safety Rules, who the Range Master is, other instructors, who the safety officer is, who is responsible for notifications to EMS or Dispatch in the event of an emergency.</p> <p>First Aid Kit- Where is it located. Who has training in its use. Who are secondary officers who have medical training.</p> <p>Personal First Aid Kit- Ideally each student should have their own first aid kit with a tourniquet and other bleeding control materials.</p> <p>Communications- This establishes who is in charge of the range and who will make any emergency notifications.</p> <p>EMS Information- This should detail information on where the nearest hospital is located. A plan for extracting anyone who is injured. This may include low level injuries where it is safe for the student to self-drive to care, or requiring someone to transport them, calling for an ambulance, or calling for a Life Flight.</p> <p>Helicopter Landing Zone Coordinates. This will be in Latitude and Longitude for the Life Flight Control Center.</p>
PPT Slide 17	<p>CHAIN OF COMMAND</p> <p>The Range Master has overall control of the range and the training course. It is the Range Master's responsibility for the overall safety and operation of the course, and when time allows, to offer coaching and training correction.</p> <p>Adjunct Instructors are to assist the Range Master with operational safety. They are the primary coaches for the students. Their role is to offer coaching to the students to correct deficiencies in the students' performance.</p> <p>Everyone on the range is responsible for safety. Anyone can call a CEASE FIRE at any time, however, only the Range Master can reopen the range after a CEASE FIRE is called.</p>
End of Presentation #2	End of Presentation #2

PowerPoint Presentation #3	<h1>DEADLY FORCE REVIEW</h1>
PPT Slide 2	<p>OBJECTIVES</p> <p>This is a review of the Deadly Force material from the POST Basic Patrol Academy Use of Force Course. This review will discuss relevant court cases, define deadly force, and review relevant Idaho Code.</p>
PPT Slide 3	<p>DEADLY FORCE</p> <p>Deadly force is force that is likely to cause death or serious physical injury. It is the highest level of instruction on someone's liberty and must be justified by a high governmental interest.</p>
PPT Slide 4	<p>GRAHAM V CONNOR</p> <p>This is the leading, overarching case, dealing with use of force for law enforcement. This US Supreme Court decision is a must read case for any law enforcement officer, but particularly anyone who teaches any use of force topic.</p> <p>This case established the "Objectively Reasonableness Test" used by the courts to determine if an officer's use of force was reasonable, based on the totality of the circumstances they faced at the time of the incident.</p> <p>The test uses objective fact based decision making as a means to help determine the reasonableness. This includes using the facts available to the officer at the time of the incident. Information that is found after the incident cannot be used to condemn, nor justify the officer's actions. This would be the 20/20 hindsight the court has stated which cannot be used to examine the officer's use of force.</p>
PPT Slide 5	<p>GRAHAM FACTORS</p> <p>The court established three basic factors to be used in establishing whether a particular use of force was reasonable. Those factors are:</p> <ul style="list-style-type: none"> • Severity of the threat • Whether the suspect was actively resisting arrest, or attempting to flee

<p>PPT Slide 6</p>	<ul style="list-style-type: none"> • Immediacy of the threat to the officer, or others <p>TENNESSEE V GARNER</p> <p>Tennessee v Garner is another landmark US Supreme Court case that use of force instructors need to be familiar with. This is the case that established when deadly force can be used in situations where a suspect is attempting to flee.</p> <p>Deadly force cannot be used unless the officer has probable cause to believe the suspect poses a threat of death, or serious physical injury, to the officer, or others, and the suspect is attempting to flee.</p>
<p>PPT Slide 7</p>	<p>IDAHO STATE CODES</p> <p>This is just a summary of Idaho Codes related to using force. Instructors should consult the code book for a full description of each code.</p> <p>19-601 "...taking a person into custody in a case and the manner authorized by law."</p> <p>19-602 "...actual restraint of the person of the defendant..."</p> <p>"The defendant must not be subjected to any more restraint than is necessary for his arrest and detention."</p>
<p>PPT Slide 8</p>	<p>19-608 "The person making the arrest must inform the person to be arrested of the intention to arrest him, of the cause of the arrest, and the authority to make it..."</p> <p>Exceptions to 19-608</p> <ul style="list-style-type: none"> • The suspect is engaged in the commission, or attempt to commit an offense • Is pursued immediately afterwards • Or, after an escape
<p>PPT Slide 9</p>	<p>19-610 What Force May Be Used</p> <ul style="list-style-type: none"> • With a warrant, or probable cause • After information of your intent to make the arrest • The person to be arrested flees, or forcibly resists • "...the officer may use all reasonable and necessary means to effect the arrest..."

PPT Slide 10	<p>18-4011 Justifiable Homicide by Officer</p> <p>Homicide is justifiable when committed by public officers and those acting in their command:</p> <ul style="list-style-type: none"> • In obedience to any judgement by a competent court (Death Penalty) • When reasonably necessary in overcoming actual resistance
PPT Slide 11	<p>Use of deadly force shall not be justified in overcoming resistance unless the officer has:</p>
PPT Slide 12	<ul style="list-style-type: none"> • Probable cause to believe the resistance poses threat of death or serious physical injury to the officer or other persons • When reasonably necessary in preventing the rescue or escape, or in retaking inmates from any jail • Or, when reasonably necessary in order to prevent the escape of any person charged with, or suspected of having committed a felony provided: • The officer has probable cause to believe the inmate, or persons assisting his escape, or person suspected of, or charged with the commission of a felony, poses a threat of death or serious physical injury to the officer or other persons.
PPT Slide 13	<p>PRACTICAL APPLICATION</p> <p>The courts have stated:</p>
PPT Slide 14	<ul style="list-style-type: none"> • Your use of force does not have to be perfect, just reasonable • You do not have to exhaust less lethal alternatives first • You do not have to wait to be attacked (Objective facts indicate the suspect poses an imminent threat to you, or others) • If deadly force is reasonable, then anything can be used as a weapon • If feasible, warnings should be issued • No limitations on where the suspect is shot, or how many times they are shot • If they stop resisting, you stop using force • You have a duty to provide care (if it can be done safely)
<p>End of Presentation #3</p>	<p>End of Presentation #3</p>

PowerPoint Presentation #4	<h1>RANGE FIRST AID</h1>
PPT Slide 2	<p>Review the source material with the students. This training was developed in cooperation with several medical and EMS experts to ensure it was as accurate as possible.</p>
STUDENT HANDOUTS	<p>Students will also have handouts in their training manual which details some of the information provided here. Have the students retrieve that information for reference as the class commences.</p> <ul style="list-style-type: none"> • Fluid Replacement Guide • Wind Chill Chart
PPT Slide 3	<p>OBJECTIVES</p> <p>This course is refresher training for students who have had some measure of first aid training either in the academy, or at in-service training. This is not a comprehensive first aid course. This course will refresh first aid concepts. With the exception of the tourniquet, there is no hands-on training application of any of the first aid device in this course.</p> <p>This presentation will review the following topics. The topics cover the more dangerous types of injuries that can occur on a firing range.</p> <ul style="list-style-type: none"> • Gunshot wounds • Lacerations • Fractures • Hydration • Heat and cold injuries • Carbon Monoxide poisoning
PPT Slide 4	<p>Tourniquets and their application</p> <p>Practice applying tourniquets, both on the individual student and on other students</p>
PPT Slide 5	<p>AIRWAY AND CHEST TRAUMA</p> <p>Potentially preventable death</p> <ul style="list-style-type: none"> • Uncontrolled hemorrhage from extremity wounds represents the highest number of preventable combat related injury.

PPT Slide 6	<ul style="list-style-type: none"> • Tension pneumothorax is the second highest, and can be mitigated with proper training and equipment. • Airway obstructions which occur through injury to the face occur about 6% of the time.
PPT Slide 7	<p>RECOVERY POSITION</p> <p>This is the position, along the right side of the body, that you can place someone who has been injured.</p>
PPT Slide 8	<p>LIFE THREATENING RESPIRATORY CONDITIONS</p> <p>When do these types of events occur? What do they look like? How do you treat them? These are questions for the students to discuss. Ask them questions specific to injuries that can occur on the range. For example:</p> <ul style="list-style-type: none"> • Gunshot wounds to the chest • Falling on sharp objects • Rib fractures
PPT Slide 9 Instructor Note	<p>OPEN (SUCKING) CHEST WOUND</p> <p>This is a large, open chest wound greater than 2cm (approximately $\frac{3}{4}$ of an inch) in size. As a result of this injury, the following problems may be noted:</p> <ul style="list-style-type: none"> • Impaired ventilation • Chest will rise and fall, but the air exchange is impaired • Reduced airflow in and out of the mouth • Air will start to flow into the chest cavity causing a simple pneumothorax to develop
PPT Slide 10	<p>SUCKING CHEST WOUND-FIELD CARE</p> <p>Prompt application of an occlusive dressing will help prevent a tension pneumothorax from developing. This is a cover placed over the wound and secured. There are several commercially available chest seals on the market. However, in the absence of a chest seal, other occlusive materials may be used, such as a piece of plastic wrap. Examples of commercially available chest seals are:</p> <ul style="list-style-type: none"> • Halo Chest Seal

	<ul style="list-style-type: none"> • Hyfin Chest Seal • Bolin Chest Seal • Asherman Chest Seal <p>Once the chest seal is in place, cover and secure it.</p> <p>Monitor for respiratory failure, which is a symptom of a developing tension pneumothorax. This is a fatal condition if left untreated.</p>
PPT Slide 11	<p>HEMORRHAGE CONTROL</p> <p>There are a numerous methods to control bleeding in the field. The method you will work with in class is with tourniquets. Other methods used to control bleeding are:</p> <ul style="list-style-type: none"> • Direct pressure • Wound packing • Wound dressing • Pressure dressings • Hemostatic dressings
PPT Slide 12	<p>BLOOD LOSS</p> <ul style="list-style-type: none"> • First, there is venous bleeding, which is indicated by a darker colored flow of blood that coming out at a steady pace. • Arterial bleeding is indicated by typically brighter colored blood and tends to spurt. Arterial blood loss can be very high and rapid. • The third type of hemorrhage is capillary bleeding. Blood loss is typically minimal and is seen at an “oozing” pace.
PPT Slide 13	<p>Bleeding is the number one cause of preventable combat related death. Although you are not in combat conditions on a range, your training site may be some distance from emergency medical facilities. Learning how to control bleeding is a critical skill.</p> <p>Bleeding can be mitigated by use of tourniquets, direct pressure, wound packing, and with hemostatic dressings.</p>
PPT Slide 14	<p>TOURNIQUETS</p> <p>Tourniquets are a major means to control bleeding. However, they must be used correctly in order for them to be effective.</p>

PPT Slide 15	<p>When applying a tourniquet, the following protocols should be adhered to:</p> <ul style="list-style-type: none"> • Apply a limb tourniquet over the clothing • Place it proximal (close) to the bleeding site • When in doubt, place the tourniquet “High and Tight” to the injured limb. This means to move it as high up the limb, as possible, to help control bleeding. • If the bleeding continues, additional tourniquets can be applied. Apply them next to the first tourniquet. • Tourniquet is applied properly when there is no distal pulse. • Remove any slack from the tourniquet before tightening the windlass, or other tensioning device. Any slack in the tourniquet may reduce its effectiveness. • Tighten 2-4 turns. A turn is considered about 180 degrees of rotation on the windlass. • Do not put the tourniquet over body joints or any equipment. • Tourniquets will be painful to the patient. Reassure them, but maintain the tourniquet tension. It may save their life.
PPT Slide 16	<p>WOUND PACKING</p> <p>Wound packing is a means to apply direct pressure on a wound. This assists in controlling bleeding and clot formation. The wound must be fully and deeply packed, to control bleeding. Once the wound is packed, cover with a pressure bandage and secure it.</p>
PPT Slide 17	<p>JUNCTIONAL BLEEDING</p> <p>Junctional bleeding is hard to control. These are areas of the body where tourniquets won’t work and applying direct pressure is difficult. These areas are:</p> <ul style="list-style-type: none"> • Groin • Buttocks • Perineum (area between the anus and scrotum, or vulva) • Axilla (armpit area) • Base of the neck
PPT Slide 18-19	<p>There are junctional tourniquets, such as the Combat Ready Clamp, Junctional Emergency Treatment Tool, and the SAM Junctional Tourniquet, however, if you do not have these</p>

PPT Slide 20	<p>specialized tourniquets, you are going to have to use wound packing and direct pressure to control bleeding in junctional areas.</p> <p>FRACTURES</p> <p>There are two types of fractures. The first type is a “Closed Fracture.” This is where there bone has been broken, but the skin has not been penetrated. There may be blood loss, but it will be internal and there will be no visible, external bleeding to control.</p> <p>The second type of fracture is the “Open Fracture.” This is where the bone, or bone fragments, has penetrated the skin. The bone may be protruding from the skin. Bleeding will be occurring.</p>
PPT slide 21	<p>The General Principles of Treating a Fracture- Use the following principles when treating a fracture:</p> <ul style="list-style-type: none"> • Reassure the casualty • Expose the limb, but do not remove boots, or shoes. • Locate the fracture site • Control bleeding • Dress the wound • Immobilize the fracture • Evacuate the casualty as soon as possible
PPT Slide 22	<p>HEAT INJURIES</p> <p>Heat injuries can occur when the body temperature rises to unsafe levels. There are several causes for this, especially in hot training environments:</p> <ul style="list-style-type: none"> • Poor food and drink choices contribute because either the casualty is failing to eat and drink adequately, or their food and drink choices are not assisting their bodies deal effectively with the heat. • Students, who are not used to being in hot temperatures, are not acclimatized to the heat. It can take several weeks to become acclimatized and your student might not have had that opportunity. They will not be used to how hot it can get. • There may be outlier students who have differing sweat rates. They may also lose electrolytes at different rates as well. • The environment itself can be part of the problem. The ambient air temperature may be one thing, but the actual temperature on the range surface may be another.

PPT Slide 23	<ul style="list-style-type: none"> Along with the poor food and drink choices, is poor fluid effectiveness. The fluids the students may be drinking is not properly restoring the water/electrolyte balance and this can cause hyponatremia (explained later in this class). <p>REGULATE BODY TEMP</p> <p>Regulating the body temperature is critical to maintaining effectiveness. The normal body temp is 98.6 degrees Fahrenheit (F). Approximately 90% of muscle contraction creates additional heat. The ideal resting ambient temperature is 82 degrees F. As the body warms up, core temperatures over 103 degrees F can represent potential organ failure. A 10 degree rise above that can be fatal.</p>
PPT Slide 24	Heat transfer can be caused by many sources.
INSTRUCTOR NOTE	INSTRUCTOR NOTE: Point out the different heat sources on the slide.
PPT Slide 25	<p>EVAPORATION</p> <p>Evaporation is the primary mechanism to help regulate body temperature at temps above 86 degrees F. The evaporative process effectiveness is reduced in high humidity environments. Body armor also increases the effective operating temperature, and also interferes with evaporation.</p>
PPT Slide 26 INSTRUCTOR NOTE	<p>DEHYDRATION</p> <p>INSTRUCTOR NOTE: This slide shows the overall effects of dehydration on performance and what effects on the body it has.</p>
PPT Slide 27	<p>HEAT RELATED ILLNESS</p> <p>Dehydration can occur in as little as 30 minutes, depending on conditions. Thirst is not a good indicator of fluid need. Water alone is an ineffective re-hydration fluid. It can prematurely turn off thirst and prematurely turn on the kidneys.</p>
PPT Slide 28	Indications of dehydration may be heat cramps , which are treated with rest, fluids, and electrolytes.

PPT Slide 29	<p>Heat exhaustion occurs when the body has warmed, but is less than 104 degrees F. This is indicated by an inability to continue the activity they were doing. It may also be marked by fatigue, nausea, headache, vomiting, and the chills. This is also treated with rest, fluids and electrolyte replacement.</p>
PPT Slide 30	<p>Heat stroke is a medical emergency. This is where the body core temperature has risen above 104 degrees F. This condition is indicated by a change in mental status, uncoordinated movements, irritability, confusion, seizures, and possibly coma. Sweating may occur, but dry skin may also be present.</p>
PPT Slide 31-32	<p>Treatment for heat stroke is to start rapid cooling and resuscitation. This may include ice water immersion, or ice packs placed around the neck, axilla, and groin. Immediately remove the casualty from the heat and to a cool environment with fans or misting equipment.</p>
PPT Slide 33	<p>HYPONATREMIA</p> <p>Hyponatremia occurs when a casualty has been drinking water, but has not replaced the electrolytes the body needs. Both heat exhaustion and hyponatremia present similar symptoms. As a result, sodium levels fall below normal. Both heat exhaustion and hyponatremia require treatment and replacement of electrolytes. Symptoms include:</p> <ul style="list-style-type: none"> • Nausea • Vomiting • Headache • Malaise (general feeling of discomfort) • Seizure • Unconsciousness
PPT Slide 34	<p>HEAT ILLNESS PREVENTION</p> <p>There are several things instructors can do to minimize the potential for heat related injuries. These strategies include:</p> <ul style="list-style-type: none"> • Adjust work and rest cycles based on temperature and humidity. Give more breaks if needed. • Monitor and insure students are hydrating • Have electrolyte fluids available, not just water • Estimate fluid needs based on the handout the student is provided • Understand the differences between water, sugary sports drinks, and low calorie sports drinks • Water lacks electrolytes needed to replace sweat

PPT Slide 35-36	<ul style="list-style-type: none"> • Sugar based drinks may impair absorption, too much can worsen dehydration, may cause nausea, vomiting, insulin spikes, gastrointestinal distress, dilution reduces electrolytes • Zero/low calorie drinks may not have enough electrolytes • Schedule mandatory hydration breaks • Monitor fluid intake amounts
PPT Slide 37	<p>MONITORING HYDRATION</p> <p>Monitoring hydration can be done through the “WUT” acronym.</p> <ul style="list-style-type: none"> • Weight- if the day-to-day body weight loses in excess of 1% then dehydration is occurring. • Urine- if the frequency of urination is reduced and the color is dark (in the morning) then dehydration is occurring. • Thirst- absence of thirst is a poor indicator of hydration while the presence of thirst is a good indication of dehydration.
PPT Slide 38	<p>ENFORCING HYDRATION</p> <p>Make sure students are using the appropriate electrolyte solutions. They should consume up to 1.5 quarts an hour. Ideal fluids are water with Cera Sport powder, Gatorade G2, or plain water.</p> <p>Students should use portable hydration systems such as a Camelback, or canteen.</p>
PPT Slide 39	<p>HEAT INJURY PREVENTION</p> <p>Heat injuries are preventable. Here are strategies to assist the instructor ensure their students maintain proper hydration:</p> <ul style="list-style-type: none"> • Education, acclimatize them to heat, train, and give them access to fluids • Mild dehydration can degrade performance • Dehydration can become disabling, life-threatening • Low sugar, electrolyte drinks are preferable to plain water • Implement prevention strategies • Monitor for signs of heat injury • Aggressively treat all heat related illness

PPT Slide 40	<p>COLD WEATHER INJURIES</p> <p><u>All cold weather injuries are preventable.</u> Factors which affect how cold a person gets are through body heat production (metabolic, exercise, shivering) and through heat loss (convection, conduction, radiation, and evaporation).</p>
PPT Slide 41	<p>SUSCEPTIBILITY FACTORS</p> <p>Factors which contribute to cold weather injuries. One important factor is simply this, if you work in the cold, you must train in it too. This is how you will find out if your equipment is contributing, or relieving causes of cold weather injuries. Poor clothing choices often contribute to these injuries.</p>
PPT Slide 42	<p>TYPES OF COLD INJURIES</p> <p>The most likely problem instructors will see on the range is chilblains. This is often see in students rubbing their hands, or faces because those areas are usually uncovered and are cold. Chilblains is followed by hypothermia and varying degrees of frostbite. The causes for hypothermia and frostbite are directly related to the types of clothing, amount of exercise being done, and how often students are getting breaks to warm up. These are issues the instructor can control.</p>
PPT Slide 43	<p>HYPOTHERMIA</p> <p>Hypothermia is a medical emergency if the core body temperature drops below 95 degrees F. Remember, your normal body temperature is 98.6 degrees F. so it does not take much of a core temperature drop for it to be dangerous.</p> <p>Factors which can contribute to rapid body heat loss are winds, wet clothing, and/or the individual is inactive. Cold water immersion is also a factor in hypothermia, but immersion in water is not normally a risk at the range, however, hypothermia could occur in a soaking thunderstorm accompanied by high winds.</p>
PPT Slide 44	<p>SYMPTOMS RELATED TO HYPOTHERMIA</p> <p>This is a list of symptoms for initial, and then severe stages of hypothermia. An instructor must constantly monitor students for these symptoms.</p>

PPT Slide 45	<p>Treatment for hypothermia can include any of the following:</p> <ul style="list-style-type: none"> • Preventing further exposure to the cold • Evacuate immediately if severe hypothermia is present • Remove wet clothing • Rewarm with body-to-body contact, or in a warmed sleeping bag • Warm, sweet liquids if the casualty is conscious • Provide CPR if needed
PPT Slide 46	<p>Prevention strategies for hypothermia include:</p> <ul style="list-style-type: none"> • Eating properly and often • Warm non-caffeinated liquids and water • Properly worn clothing (layered, worn loosely) • Keeping active, but avoid overheating and sweating. Remove clothing layers as needed • Staying dry, avoid excessive sweating • Warming vehicles, huts, or buildings • Taking plenty of rest breaks to warm up • Buddy system, instructor checks
PPT Slide 47	<p>FROSTBITE</p> <p>Frostbite occurs when the skin is either in danger of freezing, or has frozen. This can occur quickly in the right conditions, such as low temperature, or in windy conditions. Symptoms of frostbite are:</p> <ul style="list-style-type: none"> • Initial redness in the light colored skin, grayish coloration in darker colored skin • Tingling, stinging sensations in the skin • Skin turns numb, yellowish, waxy, or gray colored • Skin feels cold, stiff, “woody” • Blistering may develop
PPT Slide 48	<p>When frostbite is determined, there are several things that can be done. In any case, training is over for that student so they can be removed from the cold and minimize further injury.</p> <ul style="list-style-type: none"> • Remove from the cold to prevent further heat loss • Remove constricting clothing and jewelry • Rewarm the affected area evenly with body heat until the casualty feels pain <ul style="list-style-type: none"> ○ Thawing skin hurts

PPT Slide 49	<ul style="list-style-type: none"> ○ Do not rewarm a frostbite injury if it could refreeze during evacuation of if the casualty must walk for medical treatment ● Do not massage affected parts, or rub with snow ● Immediately evacuate for medical treatment
PPT Slide 50	<p>DEHYDRATION</p> <p>Dehydration can occur in cold weather. Treat it like you would dehydration in warm weather, only use warm liquids preferably. Try to avoid caffeinated liquids like coffee and soda. DO NOT EAT SNOW- it will cool the body down and increase the likelihood of hypothermia. The body has to use tremendous amounts of metabolic heat to melt the snow. The cost benefit is not worth eating snow. Also, take rest breaks.</p>
PPT Slide 51	<p>CARBON MONOXIDE POISONING</p> <p>Carbon monoxide is an odorless, colorless gas which displaces oxygen. It is caused by incomplete combustion and inadequate ventilation from engines, stoves, and heaters.</p>
PPT Slide 52	<p>Symptoms of carbon monoxide poisoning.</p>
PPT Slide 53	<p>TREATMENT</p> <p>The treatment of carbon monoxide poisoning includes immediately moving the person to fresh air, seeking medical aid and CPR if needed.</p>
PPT Slide 54	<p>PREVENTION</p> <p>Carbon monoxide poisoning can be prevented by:</p> <ul style="list-style-type: none"> ● Ensuring proper ventilation ● Don't use unvented heaters or engines ● Ensure engines are regularly serviced ● Turn off heaters when not needed ● Never sleep in a vehicle with a running engine ● Never wrap a poncho/blanket around a vehicle exhaust to collect heat
<p>PPT Slide 54</p> <p>End of Presentation #4</p>	<p>Practical Application- Have students apply the tourniquets to themselves and to other students.</p> <p>End of Presentation #4</p>

PowerPoint Presentation #5	<h1>COACHING TECHNIQUES</h1>
PPT Slide 2	<p>OBJECTIVES</p> <p>Describe basic coaching techniques Target Analysis Correct shooter problems</p>
PPT Slide 3	<p>THE COACH</p> <p>The main function of an instructor is to improve student performance. To do this, the instructor must watch the students' every action. Once the instructor sees problems in a student, it is imperative to correct those problems immediately. Finally, the instructor provides encouragement to the student and challenges them to continue to improve.</p>
PPT Slide 4	<p>COACH/SHOOTER TEAM</p> <p>The idea behind the coach/shooter team is the coach can be up close to the student and monitor their performance. This can also be done with students helping each other. This helps the student shooter with safety.</p> <p>As for the instructor, being able to work one on one with a student has immense benefits. The instructor can watch the student exclusively instead of trying to watch several students at a time. The instructor can correct bad behavior immediately.</p>
PPT Slide 5	<p>EFFECTIVE FIREARMS INSTRUCTOR TRAITS</p> <p>Effective instructors have the following traits in which they use to improve student performance:</p> <p>Knowledge and ability. This is important for an instructor to be able to answer questions from students and properly demonstrate techniques and drills as needed.</p> <p>Self-control and patience. Working with novice shooters, co-workers, supervisors, and agency executives can be daunting. It's important for an instructor to maintain control of their emotions and have patience when working with new, or difficult students.</p> <p>Communication skills. An instructor needs to be able to convey the same information in different ways. Instructors may be</p>

<p>PPT Slide 6</p>	<p>dealing with students from varying backgrounds and cultures other than their own.</p> <p>Ability to inspire confidence. Aside from coaching and correcting poor performance, an instructor must be able to show support to students and instill confidence that they are learning from the instructor.</p> <p>Positive attitude and enthusiasm. How an instructor acts on the range will be conveyed to the students. If an instructor is in a bad mood, or portraying a bad attitude, the students will pick up on that and convey a poor attitude themselves. In some cases, students will “check out” on the instructor and not pay attention to what they say. This will negatively affect student performance.</p> <p>Perception. Along with the other positive attitude traits listed, students must perceive the instructor as competent. The instructor must also be perceptive of students to detect problems in their attitude, which may be affecting their performance.</p> <p>An open mind. Instructors must be open to other ideas. Being aware that there may be students in class who have different experiences which affect their attitude and performance is important. Also, the instructor must be aware that a student may have different operational and training experience that will enhance the instructor, and other students’ performance.</p> <p>TRAIN BEFORE SHOOTING</p> <p>Prior to teaching a firearms course, the instructor should go over safety issues within the training and range lesson plan.</p> <p>They should familiarize themselves with the nomenclature used in the lesson plan.</p> <p>A review of weapon functionality, loading, unloading, and malfunction clearance drills should be done.</p> <p>The instructor should shoot marksmanship drills to work on their own trigger control and to refresh themselves on the operation of the handguns they will see on their range.</p>
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PPT Slide 7	<p>BEFORE AND DURING TRAINING</p> <p>The instructor should inspect their own equipment to make sure it's functioning and in good order. Remember- model the behavior you want to see in your students.</p> <p>As the training moves forward, watch for defective equipment with range gear as well as with the student's equipment. Check the ammunition and accuracy of your firearms.</p>
PPT Slide 8	<p>YOUR JOB IS TO HELP THE SHOOTER</p> <p>Watch the shooter, not the target. The holes are not going to move. The performance of your student will be reflected in the target. Watch what they are doing, then look at the target to confirm what you're seeing in your student in the target.</p>
PPT Slide 9	<p>COACHING POSITION</p> <p>Instructors should be close to the firing line to monitor student safety and performance. Standing off, and behind the student does not permit the instructor to see all the student is doing. Move around to different positions, to get different perspectives of the student.</p> <p>Stand beside the student. This allows you to see their trigger finger placement, monitor their breathing, see their grip, and related items. Moving to either side helps see things you might not see if you remain on one side only.</p>
PPT Slide 10	<p>If there are safety issues, you need to be close enough to take immediate action if needed.</p>
PPT Slide 11	<p>COACHES WATCH THE SHOOTER FOR:</p> <p>Instructors (coaches) should watch the student for the following items:</p> <ul style="list-style-type: none"> • Safety • Position and grip • Eyes and face • Trigger press • Breathing • Consistency • Handling proficiency

PPT Slide 12	<p>Once you see performance issues, you offer constructive critiques of the student's performance.</p> <p>PROBLEMS TO WATCH FOR</p> <p>This is a list (not all inclusive) of things you may see with students if you're in the proper position.</p> <ul style="list-style-type: none"> • Improper sight alignment- this will be confirmed in the shot placement on the target. • Lack of concentration- has their performance degraded since the start of training? • Vision problem- is there an eye dominance issue, or are they focusing on the rear sight, target, or the front sight? • Bad trigger press- this will be confirmed in the shot placement on the target. • Excessive muzzle flip- watch for this (and recoil control) and you may need to adjust their grip, or stance. • Continuing or new mechanical problems- if they are experiencing a number of malfunctions, is it the weapon, the magazine, the ammunition, or are they "limp-wristing" the handgun?
PPT Slide 13	<p>KEEP IT SHORT AND SIMPLE</p> <p>When talking to students, use simple, understandable language. If there are acronyms, you will need to define them. New students may not understand "cop lingo" so be prepared to define terms as needed.</p> <p>If a student has severe issues, work on correcting one problem at a time. If you try to correct too many problems, the student may become overwhelmed and unable to follow along. This may cause a detrimental effect on their performance. This also helps them build confidence in their abilities.</p> <p>Do not over coach. Safety issues should never be allowed to go uncorrected, but if the student is showing performance improvement, it may help to leave small things for later so they can concentrate on improving their overall performance.</p> <p>Make sure to compliment them on their improvement. This will help motivate them to keep improving. Positive reinforcement can sometimes cause faster performance improvement than constant criticisms will.</p>

PPT Slide 14	<p>USEFUL COACHING TECHNIQUES</p> <p>As you develop your skills as an instructor, you will learn new ways to help students with performance issues. Here are some basic things you can use to help students who are having problems.</p> <p>Ball and Dummy Exercises- This is using inert (dummy) ammunition to correct recoil control and trigger problems. If a student is constantly anticipating recoil, or is “mashing” or “spanking” the trigger, load their magazine with live rounds and inert training rounds. As they shoot, they will see for themselves the problem when they attempt to fire an inert round, expecting a live round. This will show them the muzzle dip and with target analysis, you can show them how to correct this problem.</p> <p>Dry Firing- This will also help improve trigger control problems and focusing on the front sight.</p> <p>Student Calling the Shot- As the student’s performance improves, they should be able to “call the shot” when they shoot. It helps them to know what their front sight was doing at the point the shot was fired.</p> <p>Instructor Presses the Trigger- This works with students who are “mashing” or “spanking” the trigger. The instructor has the student focus on the front sight, and the instructor manipulates the trigger of the student’s handgun. This is done from the student’s strong side.</p> <p>A variation of this drill is to have the student place their finger on the trigger and the instructor places their finger of the top of the student’s finger. The instructor has the student relax their trigger finger and the instructor operates the trigger. The student “feels” how the trigger manipulation should be.</p> <p>Trigger Reset Exercise- This drill is mentioned as part of the POST Basic Patrol Academy Firearms Training Course, in the Marksmanship section of the training. The trigger reset is part of the follow through after shooting. Once the student fires the shot, they hold the trigger until they have reacquired the front sight, before releasing the trigger. They only release the trigger to the point where the trigger resets, with a “click” sound. This minimizes taking the slack back out of the trigger when they fire additional shots.</p>
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PPT Slide 15	<p>TARGET ANALYSIS</p> <p>Being able to assess a target is a critical skill for an instructor. It helps you understand what you're seeing in the student's performance, and it's confirmed in the target. Be aware there may be more than one reason for the shots to be where they are.</p> <p>Ask the student if they know why the shots are where they are and what went wrong.</p> <p>As you develop as a coach, your experience will help you perceive what these problems are. There are also some 'cheat sheets' which help with target analysis. Some will be provided to you in class.</p>
PPT Slide 16	<p>TARGET ANALYSIS- THE GROUP</p> <p>To help students understand their sight alignment, they need to shoot a group of shots at the target. Have them shoot five shots to establish a group. Shots fired for zeroing should be under two inches. Shots for combat should be under four inches.</p> <p>TARGET ANALYSIS- RIGHT HANDED SHOOTER</p> <p>For left handed shooters, just reverse the shot placement.</p>
PPT Slide 17	<p>Shots fired to the left of the target:</p> <ul style="list-style-type: none"> • Trigger finger pushing on the side of the frame as they fire • Too much trigger finger • Support elbow is out (Weaver Stance) instead of down creating isometric tension in the hands and arms • Improper sight picture
PPT Slide 18	<p>Shots fired low on the target:</p> <ul style="list-style-type: none"> • Anticipating recoil • Support arm is pulling down • Improper sight picture
PPT Slide 19	<p>Shots fired to the right on the target:</p> <ul style="list-style-type: none"> • Too little trigger finger on the trigger • Support elbow is out instead of down, pushing the forearm to the right

PPT Slide 20	<ul style="list-style-type: none"> • Improper sight picture <p>Shots too high on the target:</p> <ul style="list-style-type: none"> • Looking at the target instead of the front sight • Breathing pattern demonstrated with hits on the target • Inconsistent stock weld (long guns) • Improper sight picture
PPT Slide 21	<p>Target Analysis- No Distinct Pattern</p> <ul style="list-style-type: none"> • Combination of problems • Failure to maintain a solid stance/grip while shooting • Eye focus on the wrong things • Shooter's anticipation of recoil and shot placement
PPT Slide 22	<p>Left Handed Shooters-</p> <p>Same diagnosis, just reverse the position and how you would fix the issues with a left handed shooter.</p>
PPT Slide 23	<p>WHAT HAPPENED TO THE "X"</p> <p>Why did POST stop teaching people to "Getting Off the X?" There are several reasons for this, but mainly it has to do with creating training scars that have serious real world implications.</p> <p>Training academies in Alaska and California have seen students "Getting Off the X" at times when it is inappropriate. They have seen students moving out from cover because the movement has become rote. They did it without thinking.</p> <p>Idaho POST Academy has also seen students moving through rote memory and not thinking about the reason for that movement and its implications.</p> <p>In addition, the traditional "Getting Off the X" movement was limited to one, or two steps, laterally. This was due to square range safety considerations first, and real world application second. In reality, a student should be able to move, as needed, in any direction and not limited to one, or two, steps.</p> <p>As a result, we want students to move with purpose, not just because. Agencies are still free to train it, but students will not be required to make this movement at the POST Basic Academy.</p>

PPT Slide 4	<p>Documentation also will support your remedial training efforts. The old saying holds true- “If it isn’t written down, it didn’t happen.” If you don’t have documents outlining your remedial training efforts and a student is fired as a result- what supporting information will you have if they sue to get their job back?</p> <p>Training documentation also informs other instructors of your efforts. For example, you work with a student on Monday, but you are unavailable on Tuesday, so another instructor is going to work with your student. Without documentation, the secondary instructor will have to waste valuable time trying to diagnose the problems with the student instead of being able to see what the documented problems are, and what training had been done to that point. It helps other instructors know what they need to focus on in the upcoming training.</p> <p>LEGAL REASON</p> <p>PROTECT YOUR AGENCY</p> <p>Documentation supports your training efforts and protects your agency (and you) from negligence claims in court. Tort claims against police agencies for excessive force usually fall in one or more of the following categories-</p> <ul style="list-style-type: none"> • Negligent Retention • Negligent Supervision • Negligent Assignment • Failure to Train • Deliberate Indifference to Training
PPT Slide 5	<p>PROTECT YOURSELF</p> <p>Documentation supports your efforts as an instructor. Simply stated, it shows what you did, what you tried to do, and what the outcome was. If there are civil actions against an agency and an officer’s training is part of the suit, you can be assured you will be asked about your instructional efforts and what proof of those efforts are documented. If you don’t have the documentation, you will have to rely on your memory. We have already talked about memory and what kinds of problems exist there, so documenting training is the best way to protect yourself as an instructor.</p> <p>Keep your training plans on file, even if you maintain that file at home for yourself. Document any remediation attempts with</p>

	<p>problem students and what the result was. Your goal here is to protect yourself for negligence claims related to the instruction you provided.</p> <p>PROTECT YOUR STUDENT</p> <p>If you have documented the instruction provided, it helps to protect your students by showing what training they have had. If an officer used a specific type of force, or technique, and it's called into question by a plaintiff or defense attorney, documentation will support the training and authority to use that force. It shows what was taught, how it was taught, and what the student learned regarding its use.</p> <p>If a student struggled in any area, documentation will support remedial efforts and will show improvements the student had. Documentation may also show the student did not perform and needed more remedial training. In some cases, it may also show the student cannot perform and really needs to find another occupation. We do not do the student any favors if they are unsafe, will be a danger to themselves, and the community at large if we keep them on the job when they need to be let go.</p>
PPT Slide 6	<p>POLICY NEEDS</p> <p>Does your agency have policies related to documenting student training? If not, why? What is your obligation as an instructor to be an instrument of change?</p>
PPT Slide 7	<p>What kinds of things should be in a training policy? For example, are there mandatory training requirements? In Idaho, certified officers are required to get 40 hours of in-service training every two years. How is that documented? DO NOT rely on POST to ensure this documentation. Things get lost in the mail all the time and if you don't have back up documents of the training, then what?</p> <p>Does your agency have annual or semi-annual qualification requirements? What about use of force training beyond firearms and arrest/control tactics? How about Taser or OC requirements? Do you review policy and procedures on use of force and reporting requirements?</p> <p>What happens if you are dealing with a problem student? What policies and procedures do you have if they are not responding to training? How much time do you give them? Is there a</p>

<p>PPT Slide 8</p>	<p>suspension of police power if they are not making it? What about termination?</p> <p>If a student cannot perform, does the agency have a responsibility to terminate the student? If the student cannot perform, then the agency becomes subject to liability through negligent retention, officer safety problems, and failing in their duty to protect the public.</p> <p>RECOMMENDATIONS</p> <p>Develop a policy if you don't have one. If you do have one, check to make sure it's up to date. Develop documentation forms. See the examples handed out during the class.</p> <p>Require student and instructor documentation, especially use of force training. Specify mandatory remedial training requirements and what documentation will be required. Develop a procedure to notify the chain of command with problems and potential solutions. This puts the responsibility of deciding what to do onto the chain of command. If they choose to take no action, then they are the ones who will answer for negligent retention and negligent training questions in court. Do your part, document.</p>
<p>PPT Slide 9</p>	<p>WHAT TO DOCUMENT</p> <p>SAFETY</p> <p>Using a documentation form, you must report objective facts. Start with safety issues. Examples may be-</p> <ul style="list-style-type: none"> • Negligent Discharge of firearm • Covering others/self with firearm muzzle • Finger on trigger- inappropriately • Failing to follow safety rules • Reckless behavior that harms others/self • Unsafe use of training aids • Horseplay <p>Once you document safety issues- if there are any- then you move onto describing objective, factual student performance problems. If a student appears to be failing to follow instruction, then document specific examples.</p>

PPT Slide 10	<p>As an example, you explained a particular technique to a student. You demonstrated how to do it and then had the student perform the techniques. Afterward, the student fails to perform the technique properly. First you need to make sure- Did I teach it right? If you did, then you need to look at why the student is failing to perform and document what you see and what they do.</p> <p>STUDENT PERFORMANCE PROBLEMS</p> <p>Is the student ignoring your instruction? Do they have a bad attitude? You might be dealing with a student who has the “Been there, done that” attitude. Sometimes, students and instructors just don’t get along. If there is another instructor available, then you might consider having them work with the student. If not, then it is your responsibility as the instructor to make sure the problem is not with you. If no other instructor is available, then you need to figure out what is going on with the student to give them the best chance to succeed.</p>
PPT Slide 11	<p>When documenting student performance problems, there may be a number of reasons they are not doing well. Do they have any physical limitations? Are any of those present in your training and your student is working through those issues?</p> <p>What if they just cannot physically perform due to an injury or other limitation? Do you know what it is? You might not be able to pry too deeply into the nature and cause of the problem. If the student won’t tell you what the issue is, you will have to document what the observable problems are and move on.</p>
PPT Slide 12	<p>What about pregnant students? Do you have agency policy to deal with this in use of force training? Case law allows pregnant women to determine the level of their involvement in training. If they want to participate, you should advise them on the dangers of the planned training. In firearms training, those dangers are lead ingestion and impulse noise danger to the baby.</p>
PPT Slide 13	<p>INJURIES</p> <p>Your policy should cover what happens to students who are injured when they arrive at training. Depending on the training to be done, they may be able to participate- such as classroom presentations, etc. Allowing them to perform in use of force training may compound their injuries and it would be unwise to allow them to participate. If they do participate, and compound an injury, you may be held liable.</p>

PPT Slide 14	<p>If the student is injured in training, you will want to determine the extent and nature of the injury. Injuries are usually qualified as “something is not working, that was working when they arrived.” This is not the normal bumps, strains and scratches that occur in force-on-force training. Here we are talking about lacerations, sprains, fractures, tears, pulls, etc. that are more severe injuries.</p> <p>Document what happened as best as can be determined. As a work comp claim will be filed, you need to collect witness names and statements as well as photos of the location and any injuries (if you can). This documentation is a factual representation of what happened. It will help support the medical attention needed and will also help assess what happened and how to avoid it happening again down the road.</p> <p>COACHING OR CORRECTIVE ACTION TAKEN</p> <p>When documenting your teaching efforts, you will want to cover the following items:</p> <ul style="list-style-type: none"> • Specific problem needs specific solution • What was it, what was done about it • What was the student response • Was the problem corrected- if not- • Remedial training recommendation
PPT Slide 15	<p>REMEDIAL TRAINING EFFORTS</p> <p>If you work with a student doing remedial training, it is important to document this for your chain of command and future training needs:</p> <ul style="list-style-type: none"> • Clear documentation of the problem and course of action • Results of training efforts • Provide detail for substitute instructor(s) • Track student progress/lack of progress • Recommendations for future training efforts • Avoid predicting future student performance • They either performed as expected or they didn’t
PPT Slide 16	<p>DETAIL, DETAIL, DETAIL</p> <p>Detail is the critical key in your documentation. You must provide objective facts on what you saw as the instructor and</p>

<p>PPT Slide 17</p>	<p>what your efforts were. You must be able to defend your actions in court with clear, objective facts. For example, if you specifically told a student to keep their finger off the trigger until their sights were on the target and they had decided to shoot, and you demonstrated this, offered correction several times, and yet the student put his finger on the trigger several times inappropriately, then document it. Your documentation may simply read like this-</p> <p>Deputy A. was told four times not to put his finger on the trigger unless his sights were on the target and he had decided to shoot. I specifically demonstrated where his finger was to rest along the frame of the pistol and had him demonstrate the proper finger position several times to ensure he knew the correct location. After the training and demonstration, I observed Deputy A put his finger on the trigger inappropriately five times. I told him each time he was doing it and reminded him where his trigger finger should be. Deputy A continued to violate this safety rule two more times after correction.</p> <p>At this point, what would you do? Notice that the example uses specific, objective facts. That is the critical part. You must report what you see impartially. If you need to, bring another instructor over to observe the behavior and lend support to your observations and attempts at correction.</p> <p>You should also document problems with safety equipment, course needs, and instructor needs. If you have department issued equipment that does not work as designed, document the problems so your agency decision makers can address them. If they don't know about problems, they cannot fix them. As an instructor, you'll want to shift the liability from yourself, to your agency to fix identified problems.</p> <p>THE "PROBLEM STUDENT"</p> <p>RAW RECRUIT/PROBATIONARY STUDENT</p> <p>New students represent unique problems for instructors. Until you start working with the student, you really don't know how much they know. You may be dealing with students who have no law enforcement experience at all, to a lateral transfer officer who may have far more knowledge and experience than you may have.</p>
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<p>PPT Slide 18</p>	<p>At this level, it is important to have a good Student/Instructor ratio. This is important for safety reasons, but as you've seen with selective attention, how many students can you realistically watch for problems and provide constructive training at one time?</p> <p>You should expect problems with your students at this level. Their knowledge, skills and abilities may be low at this point and it is your job to properly teach them what they need. That is the real trick here- you have to TEACH THEM. If you don't teach them, don't expect improvement and their failure may be on you as the instructor.</p> <p>The desired outcome at this point is improvement. It may not be fast, it may be slow and steady, but that is what you're going to be looking for, steady improvement.</p> <p>BAD ATTITUDE STUDENT</p> <p>These students are hard to work with. They generally have to be drug kicking and screaming through training. You might not be able to determine what their problem is, but if you listen, they may give you clue. You might hear statements such as "What difference does it make?" or "I don't care." or "I don't want to be here." Those statements are an opening for you to ask why. Listen to what they say and it might help you determine the root cause of the problem.</p> <p>Sometimes students don't want to be there because of previous bad experiences with poor instructors. They may be afraid of the training and looking bad in front of their peers. There may be something physically painful that is going to occur, such as a Taser or OC exposure. If you can figure out the problem, hopefully you can figure out the solution.</p> <p>There will be times that you can't figure out the problem and you cannot stop the bad attitude student from infecting the rest of the class. At this point you might have to consider removing them from class. You will want to inform their chain of command if you choose to take this option. In any case, you cannot compromise safety when dealing with students and if there is a possibility the bad attitude student will compromise safety, remove them. Deal with the chain of command afterward.</p>
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PPT Slide 19	<p>THE BOSS</p> <p>Sooner or later, you will have your boss on the range or in your training scenario. Newer instructors often times have trouble correcting their boss. It's natural, but it has to be done.</p> <p>If your boss is a leader and willingly submits to your instruction, problem solved. If not, then you will have to figure out solutions to dealing with correction. Many instructors will announce at the start of training that "There's no rank on the range." Meaning, as the instructor, you are responsible for what happens.</p> <p>Again, dealing with a boss can be delicate and gentle persuasion may be in order. At the end of the day, are you helping or hurting if you fail to have instructional leadership when dealing with your boss?</p>
PPT Slide 20	<p>THE "BEEN THERE, DONE THAT" STUDENT</p> <p>This student can be similar to the "Bad attitude" student, with one important difference- They may have been there and done that.</p> <p>This student may have different training and experience than you. A professional will be aware of the fact they are in a different place and will train according to your training objectives, but be willing to hear them out as you may learn from them too.</p> <p>If they develop an attitude, don't compromise safety. Talk to them about doing it your way in training and perhaps they may learn something too. Be willing to hear them out, but make sure it's on your terms, so you control the pace of the class. If you constantly get interrupted, you may have to consider removing them from class. Document the problems should they arise.</p>
PPT Slide 21	<p>OTHER PROBLEMS</p> <p>ENVIRONMENTAL</p> <p>Safety is always the first and foremost consideration in training. When you are talking about weather conditions, you must factor that into your plans. Idaho is a state which can experience extreme weather conditions year round. If the weather will kill you, or your students, then train another day, or move the</p>

<p>PPT Slide 22</p>	<p>training indoors. Don't take risks with the safety of your students.</p> <p>In the summer, you might want to consider heat indexes and what the temperature ranges are. How much water will your students need? What about thunderstorms? Wildlife problems, such a snakes or spider bites? Does your team have rain gear?</p> <p>In the winter, what is the temperature? What are the wind chill factors? Is it snowing? How much snow fell and will there be safe footing on the range? Do you have a means to provide heat for your students? How about water consumption?</p> <p>It is important for instructors to know these factors, but if the weather is not going to kill you, remember IF YOU WORK IN IT- TRAIN IN IT. If you don't train in various conditions, how do you know your equipment and tactics will work in those conditions? Document training and equipment problems during inclement weather. It may help you get equipment or training you need to function in it.</p> <p>TRAINING EQUIPMENT</p> <p>Train with all your equipment all the time. Often times there are temptations to allow officers to leave some equipment behind during training. A classic example- SWAT team members in training will often not wear all their tactical equipment, such as helmets or heavy armor. Don't allow students to get away with not wearing all of their appropriate equipment. Unless there are safety considerations, especially when doing defensive tactics training, make your students wear all their duty equipment in training. If you don't, you could be setting them up for failure when it matters most- in the fight.</p> <p>Other duty gear may need to be replaced with training equipment that does not function in the same manner as their operational gear, but for safety reasons, this might not be avoidable.</p> <p>If you get overruled by a supervisor on requiring students to wear all their related duty equipment in training, document it. If a student has a problem in the real world because he/she didn't know how to use something they should have been using in training- they will point the finger at you. If you've been told they don't need to train with a particular piece of equipment, protect yourself and write it down.</p>
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PPT Slide 23	<p>USE IT AS DESIGNED</p> <p>Cops love to find shortcuts to doing things. Sometimes they shortcut their safety retention devices and other related equipment issues. Don't let them do it. If a holster is designed to function a certain way, don't let them cheat by failing to use all the retention devices. If they have programmed themselves to use equipment a certain way in training, but a different way on the street, which way are they more likely to use it?</p> <p>Make them use it correctly. If they refuse to do so, order them as the instructor to do it right. If they still refuse- WRITE IT DOWN.</p> <p>Use equipment in adverse conditions. If equipment fails in training you can be assured it will fail when it matters most on the street.</p>
PPT Slide 24	<p>OTHER PROBLEMS</p> <p>PROBLEM INSTRUCTORS</p> <p>Could you possibly be the problem? Do you have the right attitude to be teaching? Remember, as an instructor what is our responsibility? It is not always the student's fault they are not learning. Do you have all the knowledge, skills and ability you need to be an effective instructor? No one expects you to be perfect. Just competent. Do you do what it takes?</p> <p>Mainly, the question is- Are you just running drills? Or, are you teaching?</p> <p>As an instructor you cannot tolerate any of the following from your fellow instructors, just like you cannot tolerate it in your students:</p> <ul style="list-style-type: none"> • Berating, condescending • Sexual harassment • Racial comments <p>If you see this stuff, stop it. If it continues, document it.</p> <p>Are there any language barriers to effective communication? If so, you will need to find ways to work through them.</p>

PPT Slide 25	<p>INSTRUCTOR DOCUMENTATION</p> <p>As instructors it is important that you document your training and experience. This is done two ways, a resume and curriculum vitae (CV). A resume is a short one or two page synopsis of your work history. A CV is a very detailed list of your training and experience. There is no limit and it is as detailed as you want it to be. Make sure you have supporting documents for your resume and CV so you can provide proof of your experience should it be asked for.</p>
PPT Slide 26	<p>Keep copies of any lesson plans you develop. This also supports your training and experience and will provide proof of what you taught on a subject in any given training environment. Detail how the training will occur. What scenarios you may have and whether the training will be dynamic or static. If you have to make changes on the lesson plan, make notes on the plan and keep it. Attach copies of the lesson plan to your training rosters, but also keep copies in your own training files. Record your instruction on your POST seminar log.</p>
PPT Slide 27	<p>CONCLUSION</p> <p>If it is written down, it didn't happen. You have heard that in report writing course related to police work. Why would it be any different here?</p> <p>Failing to effectively document can result in increased chances of being sued. That puts millions of dollars, your future income, your career, and your students at risk.</p>
<p>End of Presentation #6</p> <p>PowerPoint Presentation #7</p> <p>PPT Slide 2</p>	<p>End of Presentation #7</p> <p>INSTRUCTOR LIABILITY</p> <p>OBJECTIVES</p> <p>This course objectives are:</p> <p>Discuss your liability as an instructor Discuss relevant case law Understand your behavior as an instructor</p>

PPT Slide 3	<p>LIABILITY</p> <p>Instructors, under the right circumstances, can be held criminally liable if they deny someone their Constitutional Rights. The can be held liable for other violations of the law.</p> <p>The United States Department of Justice typically uses the provision below to criminally prosecute local officers accused of violating persons' federal civil rights.</p> <p>Title 18, U.S.C. Section 242: Deprivation of rights under color of law: "Whoever under color of law, statute, ordinance, regulation, or custom, willingly subjects any inhabitant of any state to the deprivation of any rights, privileges, or immunities secured or protected by the Constitution or laws of the United States, or to different punishments, pains or penalties on account of such inhabitant being an alien, or by reason of his color, or race ... and if bodily injury results; shall be fined not more than \$1,000 or imprisoned not more than ten years, or both; and if death results shall be subject to imprisonment for any term of years or for life."</p>
PPT Slide 4	<p>CIVIL LIABILITY</p> <p>Instructors can also be held civilly liable for their actions and the actions of their students.</p> <p>Under Title 42 U.S.C Subsection 1983 instructors can be held civilly liable for action they take under color of authority.</p> <p>“Every person who under the color of any status, ordinance, regulations, custom, or usage of any state or territory, subjects or causes to be subjected, any citizen of the United States or other person within the jurisdiction there of, to the deprivation of any rights, privileges, or immunities secured by the Constitution and laws shall be liable to the party injured in any action at law, suit in equity, or other proper proceeding for redress.”</p>
PPT Slide 5	<p>This liability attaches to anyone who have the authority to direct others. Firearms instructors fall under this category.</p> <p>Administrators can also held liable for injuries if the harm represents agency policy. Some of the areas where instructors and administrators can be held liable are:</p>

	<p>Negligent Failure to Train- Liability arises when police agencies fail to properly and adequately train employees originally and fail to maintain that acceptable standard of training throughout their career.</p> <p>In the Supreme Court case, <i>City of Canton v. Harris</i>, 489 U.S. 378 (1989), the court established that municipalities which fail to apply the standard of training are showing deliberate indifference to the constitutional rights of the persons whom the police come into contact with.</p> <p>Training must continue at all levels of Law Enforcement after the initial POST requirement. Adequate documentation and record keeping on each officer and his training are a necessity.</p> <p>The frequency and content of firearms training and record keeping is the responsibility of the instructor. Failure on the part of administration to allow adequate training does not eliminate the instructor's liability unless he can document his recommendations and requests for adequate training. If you didn't ask, you are liable.</p> <p>Negligent Training- Liability arises when there is failure to teach accepted standards, or in teaching improper, outdated, or inappropriate techniques.</p> <p>Negligent Retention- Liability occurs when an officer, unable to maintain department skill levels, is retained and is allowed to carry a firearm. Falling below accepted performance standards should require immediate remedial training, with the officer relieved of duty until that training is completed and the standards are met. Failure after remedial training would deny that officer use of firearms. NO EXCEPTIONS!</p> <p>Failure to Supervise- Management and supervisors can be held liable if they do not supervise, or correct problems in officers. As a firearms instructor, your role is to teach, coach, and document training so the chain of command can make informed decisions about retaining poor performing staff.</p> <p>Deliberate Indifference to Training- For instructors, if you know training needs to be done and you either fail to communicate that need, or you fail to properly train students, you can be held liable.</p>
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PPT Slide 6	<p>AVOIDING LAW SUITS</p> <p>Do you have justification for the training you are, or are not, providing? Is your training realistic? Does it meet some of the following criteria to avoid being sued:</p> <ul style="list-style-type: none"> • Failure to supervise on the range • Failure to enforce safe range practices • Failure to train frequently • Failure to provide functional equipment • Failure to train in dim light • Failure to train with multiple targets • Failure to train with moving targets <p>Is your training based on oral tradition (“Because that’s the way we’ve always done it.”) or based on scientific training principles and current best practices?</p> <p>Is your training consistent? Are you training more than the basics? Look at the previous list. There is case law which states you must train related to everything in that list.</p> <p>Are you documenting student performance? We’ve talked about this already, but it’s worth repeating that you must document your training.</p> <p>Do you, and your students, understand your agency Use of Force policy? As an instructor, you must know it intuitively.</p>
PPT Slide 7	<p>CAN YOU...?</p> <p>Be held liable for your students’ actions? Yes you can. It’s called vicarious liability. Firearms instructors are often named in lawsuits in which students of the instructor are accused of negligent use of firearms. The suits allege that the instructor failed to teach the student proper procedures. The student may be found innocent, but the instructor found negligent. Proper documentation of all training sessions and classes are important to prove what was taught.</p> <p>Prove you did not tell them something they say you did, if they do something wrong? You can mitigate this by having written lesson plans and documentation of student performance.</p> <p>And your department be blamed? Yes, go back to the discussion on vicarious liability, failure to train, negligent</p>

PPT Slide 8	<p>training, negligent retention, and the other related issues that come up when a student fails to perform on the street.</p> <p>Protect yourself and your department? Yes... through effective documentation of the training you provided and the students' performances.</p> <p>YOUR DOCUMENTATION</p> <p>It may seem that documentation issue is getting repetitious. It is for the reasons that many agencies and instructors, in Idaho, do not document their training. There are no written lesson plans and if there are, often times there is no documentation on student performance.</p> <p>How can you prove your students were adequately trained without supporting documentation? You can't. Remember about the saying "If it's not written down, it didn't happen."</p> <p>If you cannot prove they were properly trained, how can you decrease your liability for failing to train?</p> <p>Any training you do must come before the student performs those duties.</p> <p>Finally, the courts often require agencies to produce all documents related to training. If you don't have them, what will the court, and the jury, decide is the issue(s) with your training? Will that increase, or decrease, your liability?</p>
PPT Slide 9	<p>YOUR PERSONAL RECORDS</p> <p>Often times POST will get requests for training records from officers. Many times those records are incomplete. Why does this happen? POST can only retain documents that are sent to them. If your agency does not complete a roster correctly, or fails to send in your out of state training certificates, POST does not know the training exists and cannot provide you with copies of documents related to that training.</p> <p>Therefore, it is incumbent on you to keep accurate copies of all your training related to your job as well as your role as an instructor.</p> <p>Consider keeping written records of the following:</p> <ul style="list-style-type: none"> • Classes you attend

PPT Slide 10	<ul style="list-style-type: none"> • Classes you presented/instruct • Number of rounds fired in training • Proficiency records (qualifications, performance testing) • List of books and other studies you've done • Group memberships (NRA, NTOA, IALEFI) • Extra hours devoted to training (civilian courses, etc) <p>The more documentation you have the more it supports your credibility as an instructor should you end up in court.</p> <p>TRAINING RECORDS</p> <p>You should keep copies of all lesson plans you develop. This includes any lesson plans for shorter training sessions. This may be as simple as making copies of an existing lesson plan and only using a part of it. But in any case, keep something written down about how you went about training that group of students, on that given day, in that given location.</p> <p>Keep copies of the following student records:</p> <ul style="list-style-type: none"> • Classes • Qualification scores, or pass/fail scores (this includes seconds and off duty weapons) • Use duty ammunition for qualifications • Any remedial training you conducted
PPT Slide 11	<p>You might also consider keeping armorers records and anything else you think is relevant to the training you provided.</p> <p>POLICY ISSUES</p> <p>You should periodically review your agency Use of Force policy and any other policy related to firearms, or other weapons.</p> <p>Hopefully, as a firearms instructor, you will have input on the following items, as they relate to policy:</p> <ul style="list-style-type: none"> • Training requirements • Remedial training • Policy violations • Inspection programs • Qualification requirements

PPT Slide 12	<p>FIREARMS RELATED CASE LAW</p> <p>POPOW V MARGATE</p> <p>In this case, an officer shot at a suspect, missed, and struck Popow, who was sitting on his porch. In the civil trial, the court found the following:</p> <ul style="list-style-type: none"> • The agency training was “grossly negligent” • In-service training was twice a year, for qualifications only • Qualifications are not training- they are testing • No use of force, or practical firearms training was conducted • There were inadequate disciplinary procedures
PPT Slide 13	<p>ZUCHEL V DENVER</p> <p>Facts in this case:</p> <p>Non-violent subject who had his hands up, was shot The Denver DA advised the Chief two years prior that the agency’s firearms training was inadequate The only training was in the academy and consisted of shoot/don’t shoot video Experts stated the training was sub-standard</p>
PPT Slide 14	<p>Court findings.</p> <p>Training must include:</p> <ul style="list-style-type: none"> • Moving targets • Reduced light • Live shoot/no shoot decision making • Training related to shooting in residential areas • Training on law and policy related to firearms
PPT Slide 15	<p>WHAT IS YOUR ROLE?</p> <p>As a firearms instructor, you may be called upon to assist your agency develop and improve your agency training program. Even if you are not specifically called upon to assist, you should be mindful of changes needed and push for them when you can.</p> <p>Here are examples of things you can do to enhance your agency training program:</p>

<p>PPT Slide 16</p>	<p>Work for effective changes Fight for time and money to train Know legal and ethical issues related to firearms Inform your chain of command Training is cheap compared to a civil suit Review training with agency attorney Be respectful, but inform people about training needs</p> <p>WHEN INSTRUCTORS ARE THE PROBLEM</p> <p>Instructors are human being and subject to all the limitations that comes with that. Sometimes instructors engage in behavior that is inappropriate. Your role as an instructor is to make sure you do not behave inappropriately, but also to take responsibility to stop another instructor who may be.</p> <p>You have an obligation to your students:</p> <ul style="list-style-type: none"> • Provide them a safe training environment • Protect them from abusive instructors, or other students • Stop sexual, physical, or verbal abuse • Provide realistic, effective training • Teach them to survive deadly force incidents • Protect the public
<p>End of Presentation #7 PowerPoint Presentation #8</p> <p>PPT Slide 2</p>	<p>End of Presentation #7</p> <p>STUDENT VIDEOS</p> <p>OBJECTIVES</p> <p>You will observe students who were recorded at the Idaho POST Basic Patrol Academy Firearms Course. These students are the first ones to go through the new training program developed by POST and implemented in January 2019. The objectives of this training course are:</p> <ul style="list-style-type: none"> • Observe basic academy students shooting during their initial range training • Diagnose any shooter problems • Observe secondary student problems • Discuss corrective actions to be taken

PPT Slide 3	<p>THINGS TO WATCH FOR</p> <ul style="list-style-type: none"> • Safety issue being your primary concern • Watch the student • Do you see other students doing things incorrectly? • Do the target holes confirm what you're seeing? • Notice how you'll see different things depending on where you stand
PPT Slide 4	<p>HOW MANY CAN YOU WATCH?</p> <p>Ideal Instructor/Student ratio? The more instructors, generally the better that ratio is Ideal is one instructor per two students.</p> <p>Reality for your agency is? What's the liability or not providing sufficient instructors?</p> <p>Are you teaching, or just running drills? Can you safely run the overall range and watch each student? Line coaches are critical. If you are not providing coaching to the students, then what is your purpose as an instructor?</p>
PPT Slide 5	<p>STUDENT VIDEOS</p> <p>Watch the student Watch other students around them Watch the instructors What do you see? What do you reinforce? What do you correct? What happens if you let little things slide? New shooters will have many problems- you may have to fix them one at a time</p> <p>INSTRUCTOR NOTE: Play each video and discuss afterward. Each video has the student doing something that would either be corrected, or reinforced. Discuss the issues seen with the students.</p> <p>You may also consider assigning a video to a lead student as you move through this list. They will be the primary person to assess and report back to the class what they see. The class will then discuss the findings and what they saw as well.</p>

PPT Slide 6	<p>Make sure the students are also watching for behavior of students in the background. There may be safety issues, such as finger on the trigger during movement that may be seen in some videos.</p> <p>Video 1 Key Points</p> <ul style="list-style-type: none"> • Stance • Grip • Recoil Control • Shot placement <p>Compare recoil control with the shooter to the left.</p>
PPT Slide 7	<p>Video 2 Key Points</p> <ul style="list-style-type: none"> • Grip adjustments • Recoil control • Shot placement <p>Instructor position- Advantages/Disadvantages.</p>
PPT Slide 8	<p>Video 3 Key Points</p> <ul style="list-style-type: none"> • Shooter to the left of Tuner has his finger on the trigger when he moves to the Speed Kneeling position. • Grip • Recoil control • Low Ready scan- muzzle should be depressed lower. • Movement during Tac Load is no longer required.
PPT Slide 9	<p>Video 4 Key Points</p> <ul style="list-style-type: none"> • Shooter to the left has his finger on the trigger as he moves to the Speed Kneeling position. • Grip • Kneeling position • Recoil control • Scan before standing • Scan when standing • Is the Safety Circle Scan correct?

PPT Slide 10	Video 5 Key Points <ul style="list-style-type: none"> • Overhand slide manipulation vs. pinching the slide. • Notice trigger finger placement when he works the slide. • Later, when in the kneeling position, he works the slide with finger on trigger. • Some grip realignment. • “Lighten your grip a little bit.” This can be seen in the front sight and how much movement there is. • Notice how the instructor can see many of the trigger manipulation problems from the side he is working from. • Notice trigger finger placement when he is done shooting and moves to the standing position.
PPT Slide 11	Video 6 Key Points <ul style="list-style-type: none"> • Overall good performance. • Incomplete scan sequence. • Where did he place the partial magazine when he Tac Loaded?
PPT Slide 12	Video 7 Key Points <ul style="list-style-type: none"> • Stepping back to get into the Speed Kneeling Position. Can he move forward? Should he move forward? Given the situation, stepping back is ok. • Looking before standing. • Scan sequence complete?
PPT Slide 13	Video 8 Key Points <ul style="list-style-type: none"> • Instructor fixing hand position. • Instructor watching student performance then the target after shot fired. • Double tapping the base of the magazine when reloading. • Effective scan sequence?
PPT Slide 14	Video 9 Key Points <ul style="list-style-type: none"> • Shooter to the right is leaning back, support elbow is not down (Weaver Stance suggested due to feet position). • Between the two, who is in a more aggressive fighting stance? • Slight muzzle jerk on first dummy round.

PPT Slide 15	<ul style="list-style-type: none"> • Notice he shakes head on 2nd shot- was he looking at the sight or the target? <p>Video 10 Key Points</p> <ul style="list-style-type: none"> • Notice trigger finger placement when he works the slide. Trigger finger should be along the frame, not the front of the trigger guard. • Overhand slide manipulation. • Eyes should be downrange during weapon manipulations.
PPT Slide 16	<p>Video 11 Key Points</p> <ul style="list-style-type: none"> • Wrist placement during Safety Circle- discussion with instructor. • Can he lower the Safety Circle Position closer to the belt line?
PPT Slide 17	<p>Video 12 Key Points</p> <ul style="list-style-type: none"> • Muzzle dip on Type 1 Malfunction. • Pinches the slide during slide manipulation. • Improper Type 1 Clearance. • Instructor discussion about performance- Overhand and turning the pistol over the wrong way.
PPT Slide 18	<p>Video 13 Key points</p> <ul style="list-style-type: none"> • Good performance and scan sequence.
PPT Slide 19	<p>Video 14 Key Points</p> <ul style="list-style-type: none"> • Notice the support hand location on the grip. • Improper Tac Load- put the partial magazine in the waistband. • Double slapped the magazine.
PPT Slide 20	<p>Video 15 Key Points</p> <ul style="list-style-type: none"> • Partial mag to a pants pocket and the moved to the open mag pouch. That's fine, if it was a secondary pouch. • No scan. • Trigger control and follow through. Notice how far off the trigger he comes.

PPT Slide 21	Video 16 Key Points <ul style="list-style-type: none"> • Overall good performance. • Could look a little deeper on his scan.
PPT Slide 22	Video 17 Key Points <ul style="list-style-type: none"> • Overall good performance. • Did adjust his grip after shooting.
PPT Slide 23	Video 18 Key Points <ul style="list-style-type: none"> • Good initial performance and Tac Load. • Pinched the slide during slide manipulation. • Scanned before Tac Load, but didn't scan before returning to holster- Fast to get gun out, slow to put it away- Make sure the world is a friendly place.
PPT Slide 24	Video 19 Key Points <ul style="list-style-type: none"> • Improper Tac Load- took mag from primary pouch and placed partial mag in the waistband. • Second Tac Load done correctly. • Third Tac Load done incorrectly- same as his first one. • Fourth Tac Load done incorrectly- same as 1 and 3.
PPT Slide 25	Video 20 Key Points <ul style="list-style-type: none"> • Importance of the Shooter/Coach to maintain line integrity.
PPT Slide 26	Video 21 Key Points <ul style="list-style-type: none"> • Support side elbow should be lower • Muzzle should be lower when scanning. • Scan not complete.
PPT Slide 27	Video 22 Key Details <ul style="list-style-type: none"> • Shooter to the right Type 1 clearance. Did he do ok? • Main shooter on Speed Reload: • Shakes mag out- should strip it. • Double taps full mag on loading into the mag well- wasted motion/wasted time.

PPT Slide 28	<ul style="list-style-type: none"> • Does not properly seat mag when he attempts to manipulate the slide.
PPT Slide 29	<p>Video 23 Key Details</p> <ul style="list-style-type: none"> • Double taps magazine after reloading • Muzzle too high when scanning, depress to Low Ready.
PPT Slide 30	<p>Video 24 Key Details</p> <ul style="list-style-type: none"> • Double taps the magazine on Speed Reload. Slide locked back, should prepare to manually run the slide instead of waiting for magazine to release the slide. • Scan from high ready, needs to be in Low Ready.
PPT Slide 31	<p>Video 25 Key Details</p> <ul style="list-style-type: none"> • Strong side elbow high in Safety Circle, lowers it before drill. • Shuffling feet, instead of walking forward. • Finger on trigger when manipulating the slide. • Stiff walking back, but not shuffling. • Slide lock, should immediately Speed Load. • Finger on trigger when doing the Type 3. • Improper Type 3. • Improperly holding magazine (“Candybar”).
PPT Slide 32	<p>Video 26 Key Details</p> <ul style="list-style-type: none"> • Overall good performance until the end when he scanned and then did not maintain proper grip and muzzle orientation.
PPT Slide 33	<p>Video 27 Key Details</p> <ul style="list-style-type: none"> • Overall good performance. • Placed partial magazine in cargo pocket. Should go in to the front, or rear pants pocket, or secondary magazine pouch. • Overly long scan to the left, where is the known threat? <p>Video 28 Key Details</p> <ul style="list-style-type: none"> • Adjusting his grip several times.

	<ul style="list-style-type: none"> • Notice the shooter to his left- finger on the trigger when moving to the kneeling position. • Student breaks his firing grip into a Low Ready/Safety Circle combo mode. Have them pick one or the other. • Student behind him does a great job scanning before standing, but maintains a high ready with the pistol. Should go to a Low Ready in the scan sequence.
PPT Slide 34	<p>Video 29 Key Details</p> <ul style="list-style-type: none"> • Good trigger work. • Instructor commentary.
PPT Slide 35	<p>Video 30 Key Details</p> <ul style="list-style-type: none"> • Should roll onto the Strong Side Shoulder as he moves to the prone position. • Is his body canted the right way for Rollover Prone? • Once in Standard Prone, tends to let the muzzle rise and stay there- get back on target quickly. • Good scanning to standing.
End of Presentation #8	End of Presentation #8
PowerPoint Presentation #9	<h1>HANDGUN MOUNTED ELECTRONIC SIGHTS</h1>
PPT Slide 2	<p>OBJECTIVES</p> <p>Provide a brief overview of handgun mounted electronic optics (also known as Red Dot Sights, RDS). Recommendation that you attend the Idaho POST Handgun Optics Course. Washington State Criminal Justice Center RDS Instructor Course is also highly recommended.</p>
PPT Slide 3	<p>FAD, TREND, OR CHANGE?</p> <p>There is no doubt that more and more agencies are moving to RDS. Several Idaho agencies allow officers to purchase and carry them. One state agency is looking at full deployment and has purchased handguns designed to carry RDS as part of their development plan.</p>

<p>PPT Slide 4</p>	<p>RDS have some distinct advantages, but they are not without some problems. We will detail what the advantages and disadvantages are later in this class.</p> <p>There are several different manufacturers and different reticles available. Reticles are predominately red, but they come in green and amber as well. They also come in dot, triangle, and dot with circle. For the purpose of this class, when we refer to Red Dot Sights, or RDS, we're referring to all of the different sights in a generic sense. This is not to advocate one type of sight over another.</p> <p>BINDEN AIMING CONCEPT</p> <p>The Binden Aiming Concept, or BAC, is when utilizing an RDS, the shooter has both eyes open. They look at the target. This is critical as the point of focus is on the target, not on the front sight. Students must know this distinction.</p> <p>When the shooter looks at the target with both eyes open, the brain superimposes the red dot onto the target and combines them. There is the non-magnified view from the non-shooting eye and the reticle with the shooting eye.</p> <p>The shooter sees the non-magnified view, with the dot imposed over the target. The target is in focus along with the red dot.</p>
<p>PPT Slide 5</p>	<p>RDS PROS</p> <p>There are some distinct advantages of the RDS over traditional iron sights:</p> <ul style="list-style-type: none"> • Shoot with both eyes open. • They provide the shooter with the ability to see the target and threat better- depending on their attentional overload of a life or death incident. • Once properly trained, RDS can be faster to use than iron sights. • They increase the ability to see the sight as people age and have trouble focusing on iron sights. They are better in low light and when shooting from unusual positions. Where the dot is, is where the shot will hit. • There is an improved ability to hit targets at longer distance.

PPT Slide 6	<p>RDS CONS</p> <p>As previously stated, RDS have some advantages, but they have a number of disadvantages too.</p> <ul style="list-style-type: none"> • RDS sights are more complex than iron sights and require maintenance. • They require retraining from iron sight- front sight focus- to target focus. This causes obvious problems if the RDS fails and the shooter does not have back-up iron sights, or has not trained well with them to be proficient with them. • RDS are powered by batteries and it's not a matter of if they fail, it's a matter of when they will fail. They are also subject to temperature extremes and may fail in cold weather. • At close range, they can be a crutch, whereby they do not require full sight alignment assuming it's not a weapon retention situation. • RDS are subject to occluded lenses which will affect their functionality. This can include fog, water, snow, mud, ice, dirt. • Finally, the glass lens can break which could render the RDS useless.
PPT Slide 7	<p>IRON SIGHTS</p> <p>These photos are a refresher on iron sight alignment.</p>
PPT Slide 8	<p>IRON SIGHTS PROS</p> <p>Iron sights have their advantages as well.</p> <ul style="list-style-type: none"> • Simple and reliable- they are always there and don't have the same problems with occlusions as RDS. • Every law enforcement handgun has them- in theory. That could change as RDS become more common and agencies unwisely decide to remove iron sights. • May be faster at close range. • No batteries. • No glass lens or emitters to fail.
PPT Slide 9	<p>IRON SIGHT CONS</p> <p>Iron sights also have their problems.</p> <ul style="list-style-type: none"> • They are less accurate at greater distances.

PPT Slide 10	<ul style="list-style-type: none"> • Harder to see as eyesight fades. • Ability to shoot in low light, or at night is diminished. • Requires proper alignment to be accurate. • Focus is on the front sight and not on the target. <p>RDS OPTICS</p> <p>Idaho POST makes no official recommendation on any particular type, or model, of RDS sights. It's up to the agency to research and determine what is best for their operational needs and policy requirements.</p> <p>Idaho POST strongly recommends that all firearms training start with iron sights only. Then as the student becomes proficient with the use of iron sights a transition to a RDS may be considered. However, training must still continue with the use of iron sights as a supplement to the RDS.</p> <p>Idaho POST also strongly recommends that any handgun must have iron sights co-witnessed through the RDS in case the RDS fails. If there are no backup RDS, the sight may be removed from the handgun and the officer is still operational with the iron sights. Once a replacement RDS is found, or the original RDS is repaired, it must be re-zeroed before being made operational.</p>
PPT Slide 11	<p>GENERAL RECOMMENDATIONS</p> <p>Idaho POST makes the following general recommendations when agencies are examining the need for RDS sights. Specific makes and models are for the agency to decide, but these general recommendations should act as a guide to assist decision making.</p> <p>Must be durable for duty conditions. This generally means a well-known, and reputable manufacturer who has built sights for military and law enforcement use.</p> <p>The manufacturer(s) should have a history of making quality RDS sights. For example agencies may consider companies such as Trijicon, Leupold, Aimpoint, Vortex, or Sig Sauer.</p> <p>Agency policy should approve the use of RDS in a general sense, but leave the specific make/model to the Range Master to determine so the agency does not have to continually change policy to meet design and functionality changes as well as improvements.</p>

<p>PPT Slide 12</p>	<p>Policy and training should determine the use of handgun and long gun mounted RDS.</p> <p>Battery replacement schedules and re-zeroing (if needed depending on model) practices should be determined.</p> <p>SIGHTING</p> <p>Assuming the RDS and iron sights are aligned, co-witnessed, and zeroed, what order of operational preference is there with the iron sights or RDS?</p> <p>Should an officer use the iron sights as the primary sight, or the RDS. This is going to be an individual choice based on familiarity, need, and what works best for them.</p> <p>What happens when the RDS is not functioning in ideal conditions? For example, the lens is occluded for some reason, but the officer can still see the red dot. Can they use the BAC to still aim the pistol? If they have been training for such an event, yes.</p> <p>When the lens is broken, or the emitter failed, or the battery dies, the RDS can still be used in close combat situations.</p> <p>Ghost Ring- here the officer can superimpose the RDS housing over the largest portion of available body mass and use the housing as a ghost ring sight. This needs to be practiced to determine the shooter's maximum operating distance using this technique, but generally speaking, they may be able to shoot relatively accurately out to about 10 yards.</p> <p>Guillotine- If the RDS has a rounded lens housing, such as the Leupold Deltapoint Pro, then the officer can use the top of the housing as an aiming point. They place the top of the housing at the top of the target's neck, just under the chin.</p> <p>Cornering- This technique works for RDS sights that have raised corners on the upper portion of the housing, such as seen on the Trijicon sights. Here the officer placed the top of one of the corners at the portion of the body they are aiming at.</p> <p>Shouldering- This works with RDS sights such as the Trijicon. Place the elevated portions of the housing on the shoulders of the target. This requires the target to be facing the shooter, or have their full back presented to the shooter.</p>
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PPT Slide 13	<p>All of these techniques must be practiced at the range. They have limited accuracy. The further from the target, the less accurate they will be.</p> <p>SIGHTING</p> <p>When using iron sights, there are some fundamental sighting principles. They are:</p> <p>Focal vision aiming- This is the front sight focus using iron sights. Here the target is out of focus, but the front sight is in focus.</p> <p>Peripheral vision aiming- Target is in focus and the sight is aimed peripherally.</p> <p>Kinesthetic aiming- This is the point shooting, or weapon retention shooting where the officer is not using the front sight.</p>
PPT Slide 14	<p>ASYMMETRIC DOT PRINCIPLE</p> <p>With RDS, many of these principles are changed. Using the Asymmetric Dot Principle (ADP), the shooter does not have to have sight alignment as needed with iron sights. The point of focus is on the target, but the aiming dot is also in focus. However, at a weapon retention level, there is no major change.</p> <p>With ADP, if the dot is superimposed on the target, the target will be hit, even if the iron sights are not in alignment. This also applies if the shooter is in an unusual body position. As long as the dot is on the target, the bullet will hit where the dot is located (assuming the RDS was properly zeroed).</p> <p>There is no need to align the dot with the iron sights.</p>
PPT Slide 15	<p>The RDS and iron sights work independent of one another. In class, should anyone have a RDS, we'll demonstrate this principle.</p>
PPT Slide 16	<p>The RDS can be higher than the iron sights. There is the potential for mechanical offset with an RDS, particularly with a long gun. Shooters still need to make sure to clear the muzzle around barricades.</p>

PPT Slide 17	<p>LOW LIGHT SHOOTING WITH AN RDS</p> <p>If the shooter is in low light conditions, and faces a brighter light, there is a chance the dot will be “washed” out by the brighter light. If this happens, there may not be time to increase the dot brightness, so the officer will have to revert to using the iron sights. If it’s particularly bright, to even wash the front sight, then the officer may resort to using the Ghost Ring Technique.</p>
PPT Slide 18	<p>WATER ON LENS</p> <p>If the lens has water on it, there are several options available to the shooter to clear the lens.</p> <p>They can shake the lens, or use their support side thumb to swipe at the lens. This will not remove all the water, but if needed they can use the ADP to aim the red dot.</p> <p>If it’s an immediate need to shoot, they can use the Ghost Ring, or other techniques to shoot. As soon as the first shot is fired, the recoil will knock the water off and they can use the sight as designed from that point.</p>
PPT Slide 19	<p>LENS FOG</p> <p>Fogging is unavoidable in cold weather conditions. Going from a cold environment into a warm environment will cause some level of lens fog. The best way to mitigate fogging is to use some anti-fog solution on the lens. According to the Washington CJTC, the best solution for anti-fog is the Cat Crap brand.</p> <p>The solution should be put on both sides of the glass lens.</p>
PPT Slide 20	<p>SNOW, MUD, DIRT</p> <p>In these more extreme cases of lens occlusion, the ADP might not be available. If it is, use it. Once the first shot is fired, changes are good the lens will be cleared during the recoil impulse to use the lens as designed.</p> <p>If not, the officer may opt to use the Ghost Ring, or other similar techniques, or use the support side thumb to wipe the lens before shooting.</p>

PPT Slide 21	<p>BROKEN LENS</p> <p>If the lens is broken, and if there is any glass still present, then the shooter may use the ADP to shoot. Otherwise, they may have to use their iron sights, or one of the Ghost Ring techniques.</p>
PPT Slide 22	<p>DEFECTIVE EMITTER</p> <p>If the emitter is broken, or occluded, then the officer will have no choice but to use the iron sights or one of the Ghost Ring techniques.</p>
PPT Slide 23	<p>SLIDE FUNCTION</p> <p>When an RDS is mounted to the slide, it will hamper the overhand grip technique currently taught at the Idaho POST Basic Patrol Academy Firearms Course. Officers can still overhand grip the slide, with the RDS in the palm of their hand. Or, they can use the RDS as a “paddle” or “handle” to function the slide. They must be careful to avoid blocking the ejection port and induce a Type 3 Malfunction.</p> <p>They must also be aware that rings can damage the glass lens. The RDS can also help with one hand manipulations, but again, be aware that placing the lens against another hard object could damage the glass.</p>
PPT Slide 24	<p>OCCLUDED LENS</p> <p>There may be other reasons the lens becomes occluded. When that happens, use the BAC, or Ghost Ring techniques.</p>
PPT Slide 25	<p>SHOOTING FUNDAMENTALS</p> <p>Nothing changes with your stance, grip, recoil control, trigger function, or follow up. RDS only supplements your skills, they do not replace it.</p> <p>Your training must include the use of iron sights, the RDS itself, and all the techniques used when the RDS is disabled in some manner. This may also include the use of qualification courses specific to all three issues.</p>

PPT Slide 26	<p>GRIP</p> <p>New shooters have some difficulty finding the red dot when they first start shooting. The RDS will reveal flaws in their draw. If a student complains of “losing the dot” while shooting, it’s related to their draw and/or their grip.</p> <p>It is important that their grip is proper with the webbing between the thumb and forefinger at the highest point on the pistol back strap as possible. They must have a firm grip on the pistol and support from the wrists. A proper fitting gun is important. Too large, or too small, will affect the grip and their ability to find the dot quickly. Finally, they must have a consistent grip.</p>
PPT Slide 27	<p>DRAW</p> <p>If a student is having trouble finding the red dot. Analyze their draw. If they are “bowling” or “casting” during the draw stroke, they will have problems finding the dot. They need to push the handgun straight out. If needed, they should look for the iron sights first, then move to the red dot.</p> <p>As their draw improves, they will find the red dot faster.</p>
PPT Slide 28	<p>TRAINING</p> <p>What should your training focus be, if you, or someone in your agency has a RDS?</p> <p>Focus training on the following:</p> <ul style="list-style-type: none"> • Iron sights and the RDS • Occluded lens • Occluded, or defective emitter • Drawing to the red dot
End of Presentation #9	End of Presentation #9
Understanding	Students will be able to demonstrate knowledge of this material through practical application, student led teach-backs, written, and performance based testing.
Closure	